



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8230 E. 22nd Street, Suites 100-105, Tucson, AZ 85710

### PPEP & Affiliates

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### No Child Left Behind

##### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Not Met

##### School Improvement Status <sup>(b)</sup>

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Ms. Rebecca C. Edmonds  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 80  
 Web Address : www.ppeptechs.org  
 Phone Number : (520) 290-9167  
 Fax Number : (520) 290-9220  
 E-mail : bedmonds@ppep.org

#### Mission

The mission of PPEP TEC High School is to provide quality educational services to students ages 15-21 in grades 9-12, who are at risk of becoming permanent dropouts of our public educational system. Fulfilling this mission will also provide students with the knowledge and skills necessary to obtain employment or continue their education in post-secondary institutions.

#### School / Academic Goals

- ü To provide students with an opportunity to obtain a high school diploma, which will enable them to find better employment, enter the military, or continue their education after graduation.
- ü To provide students with the life skills and career skills necessary to be productive citizens of their communities.
- ü To improve student success on the State mandated Terra Nova and AIMS tests to ensure student success after graduation.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 69  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 48

## Instructional Programs

- Ü Alternative Education
- Ü Individualized Instruction
- Ü Self-Paced
- Ü Standards-Based
- Ü AIMS Preparation
- Ü Intense School-to-Career Preparation

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

PPEP TEC High School's responsibilities to parents of students enrolled in our school include: providing a safe learning environment for their sons/daughters that encourages high academic standards; providing a self-paced, individualized curriculum; encouraging parent participation on Site-Based Councils; maintaining communication through annual open houses, the parent-student handbook, telephone calls, student progress reports, and student report cards.

### Parents

It is the parent's responsibility to: promote and support learning and education in the home; ensure their sons/daughters attend school regularly; ensure their sons/daughters follow PPEP TEC High School zero-tolerance discipline policies and procedures; participate in school functions for parents and families.

## Transportation Policy

PPEP TEC High School provides public transportation for students enrolled in the Victor Soltero Learning Center. The student must reside at least one and one-half miles from his/her school of attendance.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Certificate of Good Citizenship Awarded to 1 Student	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	280	69846	100	100	100	676	662	699	50	64	21	20	16	11	30	19	49	0	2	18
All Students (Prior Year)	18	271	65934	100	100	100	477	459	492	50	85	43	33	9	18	11	5	24	6	1	15
Female	NC	136	34328	NC	100	99	NC	665	702	NC	57	19	NC	22	12	NC	20	51	NC	0	18
Male	13	144	35509	100	100	100	685	660	696	40	69	23	20	10	11	40	17	48	0	3	18
African American	NC	21	3535	NC	100	100	NC	657	677	NC	56	31	NC	33	15	NC	11	46	NC	0	8
Hispanic	NC	181	23363	NC	100	100	NC	658	680	NC	70	32	NC	14	16	NC	16	45	NC	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	11	4785	NC	100	100	NC	666	671	NC	50	39	NC	50	17	NC	0	39	NC	0	5
White	15	67	36421	100	100	99	678	675	714	50	50	12	17	14	8	33	29	54	0	7	26
Students with Disabilities	NC	42	7690	NC	100	100	NC	649	593	NC	90	64	NC	5	14	NC	5	21	NC	0	2
Students without Disabilities	16	238	62220	100	100	99	681	665	712	33	58	16	33	18	11	33	22	53	0	2	20
Limited English Proficient Students	--	48	5834	--	100	100	--	642	612	--	100	46	--	0	20	--	0	31	--	0	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	12	182	21421	100	100	92	667	659	686	67	67	35	17	16	15	17	16	43	0	0	7
Non-Economically Disadvantaged	10	98	48489	100	100	100	690	666	704	25	59	15	25	15	10	50	22	52	0	4	23

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	292	71311	100	100	100	658	659	694	10	22	7	60	43	21	30	33	63	0	2	9
All Students (Prior Year)	17	254	68162	89	100	100	490	475	509	29	42	18	29	32	24	41	26	51	0	0	8
Female	NC	153	34899	NC	100	100	NC	664	700	NC	18	5	NC	41	19	NC	38	66	NC	3	10
Male	NC	139	36430	NC	100	100	NC	655	688	NC	25	9	NC	45	22	NC	28	61	NC	1	8
African American	NC	20	3573	NC	100	100	NC	658	676	NC	25	9	NC	25	26	NC	50	60	NC	0	4
Hispanic	NC	192	24056	NC	100	100	NC	653	672	NC	28	13	NC	44	31	NC	26	53	NC	2	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	15	5110	NC	100	100	NC	679	661	NC	0	14	NC	40	38	NC	60	46	NC	0	2
White	12	63	36841	100	100	99	651	673	713	17	9	3	67	44	12	17	44	72	0	3	13
Students with Disabilities	NC	43	8021	NC	100	100	NC	630	590	NC	45	27	NC	45	42	NC	9	29	NC	0	1
Students without Disabilities	12	249	63379	100	100	100	669	665	707	0	17	5	50	42	18	50	38	68	0	3	10
Limited English Proficient Students	--	60	6402	--	100	100	--	631	596	--	48	25	--	40	44	--	12	30	--	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	10	201	22243	100	100	93	663	654	677	0	25	14	67	45	32	33	29	51	0	1	3
Non-Economically Disadvantaged	NC	91	49157	NC	100	100	NC	668	702	NC	17	4	NC	40	16	NC	40	69	NC	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	289	70868	100	100	100	649	649	688	0	14	5	90	54	23	10	31	63	0	1	9
All Students (Prior Year)	17	249	67629	89	100	100	482	449	524	47	55	22	12	19	16	41	25	59	0	0	3
Female	NC	146	34710	NC	100	99	NC	665	697	NC	3	3	NC	54	19	NC	41	66	NC	2	12
Male	11	143	36176	100	100	100	645	634	678	0	24	7	100	53	27	0	23	59	0	0	7
African American	NC	19	3557	NC	100	99	NC	626	675	NC	29	7	NC	57	25	NC	14	62	NC	0	6
Hispanic	NC	188	23868	NC	100	100	NC	641	670	NC	18	9	NC	58	33	NC	25	55	NC	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	15	5001	NC	100	100	NC	655	661	NC	0	9	NC	80	41	NC	20	48	NC	0	2
White	14	65	36710	100	100	99	651	672	702	0	6	2	86	39	15	14	52	69	0	3	13
Students with Disabilities	NC	44	7900	NC	100	100	NC	621	580	NC	27	22	NC	68	49	NC	5	28	NC	0	1
Students without Disabilities	13	245	63054	100	100	99	648	655	701	0	12	3	83	50	20	17	37	67	0	1	10
Limited English Proficient Students	--	60	6308	--	100	100	--	608	591	--	32	19	--	60	47	--	8	33	--	0	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	NC	197	21994	NC	100	92	NC	642	673	NC	15	10	NC	64	36	NC	21	52	NC	0	3
Non-Economically Disadvantaged	10	92	48960	100	100	100	652	660	694	0	14	3	80	38	18	20	46	67	0	2	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	36	22	41	60	NA	NA	42	NC	NC	29	51
	Language	100	28	15	42	65	NA	18	42	NC	NC	28	50
	Mathematics	100	42	32	60	65	NA	30	63	NC	NC	24	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

## Council Duties

- Ü Promotion/Retention Issues
- Ü Parent/Educator Relations
- Ü Technology
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline Issues

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator	1.00	Teacher	3.75
Other Professional Staff	.20	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years	2	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	0	0	0
10 or more years	0	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü Intranet in development

## Extracurricular Activities

- Ü Student Council
- Ü FAME Leadership Training
- Ü Financial Literacy
- Ü After-School Tutoring
- Ü Dale Carnegie Leadership Program

## Social Services

- Ü Life Skills
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Parenting Classes as needed

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety eight percent of parents are 'Highly Satisfied' or 'Satisfied' with the academic progress of their son/daughter. Ninety seven percent of students are 'Highly Satisfied' or 'Satisfied' with the quality of teachers.
- ü The Victor Soltero Learning Center made Adequate Yearly Progress for the 2004-05 school year.
- ü PPEP TEC High School was able to add more technology to the School-to-Career and overall Curriculum due to a Title IID-Ed Tech Discretionary Grant.
- ü PPEP TEC High School has graduated over 1,750 students since its inception in 1995.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	68	12	12	17
Transfers In Rate <sup>6</sup>	153	28	28	37
Stability Rate <sup>7</sup>	31	87	87	82
Promotion Rate <sup>8</sup>	16	96	95	81
Retention Rate <sup>9</sup>	44	1	1	3
Dropout Rate <sup>10</sup>	21	0	1	6
Status Unknown <sup>11</sup>	11	0	1	4
Graduation Rate <sup>12</sup>	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

PPEP TEC High School ensures a safe and healthy learning environment by: enforcing a dress code or uniform code policy at all schools; strictly enforcing our zero-tolerance discipline policies and procedures; fostering relationships with local law enforcement agencies; and fostering working relationships with local social service agencies that provide services to at-risk youth.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Donna McCammon	(520) 290-9167
Transportation Policy	Rebecca C. Edmonds	(520) 294-6997
Community Resources	Donna McCammon	(520) 290-9167
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 80 Copies = \$31.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.